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ENG 4765-001: Professional Editing

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English 4765: Professional Editing

Fall 2014 | (3 credits)

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Office hours: Tues 11–12; Wed 11–12; Thurs 11–12 and 2–4; other times by appointment

Instructional Goals and Objectives

Editing refers to the range of tasks you may be asked to complete in your professional career (even if you work primarily as a writer rather than editor). Copyediting involves line-by-line editing for consistency, spelling, grammar, punctuation, and (sometimes) style. Comprehensive editing, on the other hand, involves editing for global issues such as content, organization, style, and design. We will practice both types of editing as part of this course. In all cases, professional editors must be aware of a basic paradox affecting their work. On the one hand, editing is based not on intuition about language, but on specific expertise in the areas of grammar, punctuation, spelling, style, and organization. For this reason, we will use professional terminology; field-specific copyediting marks; and conventions of grammar, style, and organization in this course. On the other hand, the most effective editing addresses the rhetorical situation, even when those needs violate “rules.” Several times during the semester, you be asked to edit for specific purposes and audiences.

A second challenge is that editors work with texts they have not written. Initially, working with another writer’s text may be challenging for college students who are used to the individual model of writing typically associated with higher education. Editors must learn how to affect positive, and often significant, changes to a document, while respecting the writer’s continued “ownership” of that document.

By the end of the semester, you will be expected to meet the following objectives:

- Use professional language for discussing editing
- Copyedit effectively for grammar, punctuation, spelling, and consistency
- Edit documents globally for organization, content, style, and design
- Adapt editing to specific rhetorical situations
- Implement effective strategies for working with writers and clients
- Successfully balance multiple projects and deadlines

A note to graduate students: As graduate students in a cross-listed course, you are expected to meet a higher standard of both theory and practice. Your requirements will differ from those of the undergrads in two ways: (1) you will write a scholarly research paper at the end of the semester and (2) you may be asked to complete more complex comprehensive editing.

Course Materials

- Rude, Carolyn. *Technical Editing*, 5th edition
- *Chicago Manual of Style*, 15th edition
- A quality dictionary (for exams, you will not have internet access)
- A handbook of grammar and usage (the more comprehensive, the better)

Course Requirements

Homework/Quizzes: Throughout the semester, you will complete textbook exercises, which we will then go over in class. They will not be graded, but will receive points for completeness. We will also have unannounced quizzes over the assigned reading.

Copyediting/style editing assignments: You will do line-by-line editing of four documents. These assignments will apply the skills from our readings and exercises and will receive individual grades. Evaluation criteria: correct use of markup symbols; ability to identify and correct errors in grammar, punctuation, and spelling; ability to edit for consistency and style; legibility and clarity of editing

Midterm/final exams.

Comprehensive editing assignments: You will comprehensively edit two documents for content, organization, style, and design. Evaluation criteria: ability to identify and edit for comprehensive issues, ability to work effectively with writers, professionalism, clarity and correctness in writing.

Client project: You will comprehensively edit a major document or a series of smaller documents on behalf of a client. Midway through the semester, you will submit a proposal outlining the project you plan to complete. Evaluation criteria: ability to work with clients and colleagues, comprehensive editing, copyediting, adaptation to audience and purpose, proposal writing

Research paper [grad students only]: Drawing on scholarly sources, you will write a 5–8 page paper on a topic in the field of editing or publishing. Evaluation criteria: ability to identify and synthesize sources, coherence of argument, command of scholarly writing, effective self-editing

Assessment Breakdown

Note: I reserve the right to make additions and alterations to the assessment breakdown should the need arise. Students will be informed in class and in writing if to any changes are made.

Assignment	Due date	% grade undergrads	% grade grads
Homework/Quizzes	Variable	10	5
Assignment Ch 4	Aug 28	4	4
Assignment Ch 9	Sep 04	6	6
Assignment Ch 11	Sep 27	8	8
Copyediting exam	Oct 04	9	6
TE p. 246-7 #1	Oct 18	6	6
Assignment Ch 16	Oct 30	10	10
Assignment 18.1	Nov 08	11	11
Final exam	Dec 10	11	9
Client project		25	25
<i>Project proposal</i>	<i>Nov 06</i>	5	5
<i>Final project</i>	<i>Dec 06</i>	20	20
Research paper	Dec 10	----	10

Attendance:

According to the *Secretary's Commission on Achieving Necessary Skills* published by the Department of Labor, the number one reason employers cite for firing employees in their first post-collegiate jobs is absence and tardiness. Your classes, therefore, offer you an excellent opportunity to practice the professional skill of prompt attendance.

- You may miss up to three classes. Each additional absence will reduce your grade by 2%.
- If you must miss a class, you are still responsible for meeting assignment deadlines. Submit assignments via the appropriate D2L drop box or via email.
- You cannot receive participation points on days you are absent.
- Talk to a classmate to find out what you missed in class. Assignment sheets and most handouts will be available on D2L.

Deadlines

Due dates for homework and assignments are listed on the course syllabus.

- Homework (due dates listed as **Read, Complete, or Bring**) and **précis** must be submitted by the beginning of class time on the date listed. Late work will not be accepted.
- **Projects** must be submitted by 11:59 pm on the date listed. Late projects will be docked 5% each day until they are turned in.

Expected Conduct

This class focuses on communicating in professional settings. As in a workplace setting, certain types of conduct are expected. In addition to the policies pertaining to attendance and deadlines, pay attention to the following course policies:

- Class correspondence (i.e., emails you send in class) should be written professionally and according to the expectations of the business world. Expect to receive feedback from me on the style, content, and organization of your emails.
- In this course, you will need to use advanced features of common software such as Microsoft Word, and you may be asked to use programs that are new to you. I will give you advice and out-of-class assistance at your request, but I expect you to be willing to develop the software skills you need to complete projects effectively.
- Keep copies of all work you produce for class until semester grades have been assigned.
- Do not check email or Facebook, surf the web, send text messages, etc. during class.
- All projects must be submitted in order to pass the course.
- Academic integrity—Students are expected to maintain principles of academic integrity and conduct as defined in EIU's [Code of Conduct](#). Violations will be reported to the Office of Student Standards. If you are in doubt of the appropriate way to identify your source, check with me before turning in the assignment. If you have any questions regarding appropriate handling of sources, collaboration, or past work, talk with me before turning in an assignment.

If circumstances arise that may impact your ability to maintain our course policies, address the situation as you would in the workplace—professionally, courteously, and in advance.

Information for Students with Disabilities

Most accommodations may be easily met in this class. If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call (217) 581-6583 to make an appointment.

The Student Success Center / Writing Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call (217) 581-6696, or go to Ninth Street Hall, Room 1302.

Students who would like assistance with writing assignments from this or any other course may go to the Writing Center. The Writing Center works with students from all disciplines, majors, and academic backgrounds at any stage of the writing process. To make an appointment, call (217) 581-5929, or go to Coleman Hall, Room 3110.

ENGLISH 4765: PROFESSIONAL EDITING

DAILY SYLLABUS

TE = *Technical Editing*

DATE	DUE	IN-CLASS ACTIVITY
Aug 26		Introduction to course
Aug 28	Read: TE Ch 1, 4 Complete: Ch 4, exercise 1	Discuss types/goals of editors, basic markup; Ch 4, exercise 2
Sep 02	Read: TE Ch 2, 7	Discuss audiences; Ch 7, exercise 1–2
Sep 04	Read TE Ch 8–9 Complete: Ch 8, exercise 2 Project: Assignment 4.1 Bring Chicago Manual to class	Ch 8, exercise 3; Ch 9, exercises 1, 2, 6 Discuss style manuals and guides
Sep 09	Read: TE Ch 3; Rosenberg Bring Chicago Manual to class	Discuss writer/editor relationship
Sep 11	Read: Kolln (Ch 1); TE Ch 10 Project: Assignment 9.1	Review sentence parts and parts of speech
Sep 16	Complete: worksheet, Ch 10, exercise 1; Kolln article, exercise 3 Bring Chicago Manual to class	Ch 10, exercises 7–10
Sep 18	Read: TE Ch 11 Complete: Ch 11, exercises 1–2	Ch 11 exercises
Sep 23	Complete: worksheet Bring: Chicago Manual Optional: extra credit	Ch 11 exercises
Sep 25	Read TE p. 66–71; Ch 6	Discuss electronic editing Work on assignment 11.1
Sep 30	Complete: Ch 11 exercises (TBA)	Work on assignment 11.1
Oct 02	Project: Assignment 11.1 (bring electronic copy to class) Read: TE Ch 12	Ch 12 exercises Editing tables Quantitative information (editing)
Oct 07		
Oct 09		Copyediting exam
Oct 14	Read: TE Ch 14–15 Complete:	Discuss comprehensive editing Quantitative information (editing)
Oct 16	Complete: Ch 15 exercises 1, 9	Practice editing for style
Oct 21	Read: TE Ch 16 Complete: Ch 16 exercise 4	Ch 15 exercises; Ch 16 exercises 1–3
Oct 23	Project: Open Heart Surgery letter	Practice editing for style
Oct 28	Read: TE Ch 17 Meet with Dr. F to discuss 16.1 plan	Practice editing for style Ch 17 exercises 5–6
Oct 30	Read: TE Ch 18	Discuss editing visual design Work on client project—Form teams
Nov 04	Project: Assignment 16.1	Work on client project
Nov 06	Read: TE Ch 19	Discuss editing illustrations

	Complete: Ch 19 exercise 1	Work on client project
Nov 11	Project: Last day to submit Final project editing plan	
Nov 13		Work on client project
Nov 18		Work on client project/
Nov 20	Read: TE Ch 20, 22 <i>Optional: Last day to submit revisions of "Open Heart Surgery" letter</i>	Discuss editing for global context, ethical and legal issues in editing Discuss Assignment 18.1
Thanksgiving Break		
Dec 02	<i>Optional: Last day to submit revisions of Assignment 16.1</i> Project: Client project (11:59 pm)	Work on client project/Assignment 18.1
Nov 04	Read: TE Ch 13 Complete Ch 13 exercise 5	Discuss proofreading Work on Assignment 18.1
Dec 09		Work on Assignment 18.1
Dec 11	Project: Assignment 18.1	Review for final
Dec 15	Project: Research paper [grad only]	Final exam (12:30–2:30)